

Figure 1.2
Indicators of Success—Establishing Purpose

Indicators	Phase 4—Exemplary	Phase 3—Proficient	Phase 2—Approaching	Phase 1—Minimal
The established purpose focuses on student learning, rather than an activity, assignment, or task.	The established purpose requires students to use critical and creative thinking to acquire information, resolve a problem, apply a skill, or evaluate a process. The lesson's work is clearly linked to a theme, problem, project, or question the class is investigating.	The established purpose is linked to a theme, problem, project, or question, but the lesson's work is primarily on an isolated activity, assignment, or task, rather than an enduring understanding.	The established purpose mostly contains statements about activities, assignments, or tasks, with minimal linkage to a theme, problem, project, or question. The work is primarily reproductive in nature.	The established purpose fails to link the lesson's classroom work to any theme, problem, project, or question. Instead, an agenda of isolated activities, assignments, or tasks is listed.
The established purpose contains both content and language components.	The established purpose contains statements about grade- or course-appropriate content as well as language demands that can be learned and accomplished today.	The established purpose contains content and language demand components that are grade- or course-appropriate, but are too broad and require several lessons to learn.	The established purpose omits either the content or language component. It is grade- or content-appropriate, but is too broad and requires several lessons to accomplish.	The statement is not grade- or course-appropriate. The statement is vague and does not provide students with a clear sense of what is expected and what is to be learned.
Students understand the relevance of the established purpose.	Randomly selected students can explain the stated purposes of the lesson and how they are linked to a theme, problem, project, or question. The student recognizes the relevance of the purpose beyond the classroom or for learning's sake as well as how information can be found, used, created, or shared.	Randomly selected students can restate the purpose and report how the purpose is related to a theme, problem, project, or question. The students may recognize some relevance to their own life or technology.	Randomly selected students can restate the relevance established by the teacher, but do not see connections with a theme, problem, project, or question. They are tentative or unsure of the usefulness of the learning beyond the classroom.	The statements of randomly selected students emphasize compliance, rather than a link to a theme, problem, project, or question. They are not able to link their learning to usefulness beyond the classroom.

Indicators	Phase 4—Exemplary	Phase 3—Proficient	Phase 2—Approaching	Phase 1—Minimal
Students can explain the purpose in their own words.	Randomly selected students can explain or demonstrate what they are learning in their own words and what is expected of them for the lesson.	Randomly selected students can accurately restate the purpose of the lesson using their teacher's words.	Randomly selected students can restate portions of the purpose of the lesson. These partial explanations reflect the teacher's wording more than their own.	Randomly selected students are unable to correctly state the purpose of the lesson.
The teacher designs meaningful experiences and outcomes aligned with the established purpose.	The established purpose requires students to actively construct meaning through interaction with the teacher; the content materials, and each other. Students receive feedback about the task, the processing of the task, self-regulation, and about the self as person.	The established purpose requires interaction with the teacher, content materials, and each other; but the teacher, rather than the students, mostly develops the meaning. The feedback students receive focuses mainly on the task with some information about the process used.	The established purpose requires some interaction, but is mostly confined to reproduction and recall of content. Students may not see the task as meaningful and receive feedback that is not specific and only focused on the task.	The established purpose focuses on a one-way transmission model of instruction, with little or no interaction with teacher, content, or each. Students receive little timely and specific feedback other than whether or not they completed the task correctly.
The teacher has a plan for determining when the established purpose has been met.	The teacher can explain a system to check for understanding during and after the lesson and how this information is used to inform instructional decisions within the current lesson and the lessons that follow. The format of the lesson is designed to allow the teacher to respond to students' misconceptions or partial understandings.	The teacher can explain how he or she checks for understanding during and after the lesson. The results of the lesson's work are used to make instructional decisions about the next lesson.	The teacher checks for understanding at the end of the lesson only. He or she can explain how these results are used to make instructional decisions about the next lesson.	The tasks are graded, but do not drive instruction. Instead, the emphasis is on task completion, rather than on gauging student learning to design the next lesson.